

## Appendix D

### Teacher Position Codes and Descriptions

--**Resource Room Teacher (RRT)** - 100% of this teacher's reimbursable time is spent providing direct instruction designed to meet the academic and affective needs of identified gifted students who are "pulled out" of the regular classroom for one or more sessions per week. Teaching assignments using only this model are to be coded using Delivery System code C. Refer to Exhibit 25 in the core data manual.

--**Special Class Teacher (SCT)** - 100% of this teacher's reimbursable time is spent providing direct instruction designed to meet the academic and affective needs of identified gifted students who are assigned to a class on a daily basis for one or more periods/blocks a day. Teaching assignments using only this model are to be coded using Delivery System code G. Refer to Exhibit 25 in the core data manual.

--**Educational Resource Teacher (ERT)** - This teacher provides both direct and indirect instructional services to identified gifted students. This type of teacher must provide direct instruction **exclusively** to identified gifted students at least 80% of the teacher's reimbursable time. Approvable activities for 80% of the ERT's reimbursable time may include either small group instruction of identified gifted students or providing direct instruction exclusively to gifted students within the regular classroom. The remaining reimbursable time (up to 20%) may be used to provide additional instructional services to identified gifted students and could impact other students as well as the identified gifted students. During a maximum of 20% of the ERT's reimbursable time, allowable activities might include helping classroom teachers modify instruction to meet gifted students' needs in their classroom (e.g. curriculum compacting), arranging mentorships, directing independent study, facilitating cross-grade level grouping or acceleration, providing special activities to meet the affective needs of gifted students, classroom observations for the purpose of evaluating gifted students, and conducting occasional demonstration lessons within the regular classroom. However, such demonstration lessons should not be a regular assignment for the ERT and should not constitute release time for the classroom teacher. Another allowable activity, when done as part of the regular school day, is coordinating contests such as Odyssey of the Mind or Future Problem Solving, which may include students other than identified gifted students. Coordinating contests, however, should not be construed as requiring the ERT to sponsor extensive out-of-school activities. Teaching assignments using this model are to be coded using Delivery System code C or G for the scheduled pull-out or special class time and Delivery System code A for the additional resource time. Refer to Exhibit 25 in the core data manual. **Allowable activities do not include evaluating students (other than kindergarten students) for placement in the gifted program.**

--**Gifted Resource Teacher (GRT)** - **This position is for grades 9-12 only.** This teacher provides services that are designed to meet the academic and affective needs of identified gifted 9-

12<sup>th</sup> grade students. School districts will be allowed to request reimbursement for a **minimum of 150 minutes** of teacher's instructional time spent **exclusively with identified gifted 9-12th grade students** in one or more of the following approved activities. It is expected that providing service to identified gifted high school students will not reduce the amount of service provided to identified gifted students at other grade levels. Reimbursement will be calculated according to the chart in Appendix D-4 under the category 9-12 Gifted Resource Teacher. Teaching assignments using this model are to be coded using Delivery System code C. Refer to Exhibit 25 in the core data manual.

- direct instruction of individuals or small groups of identified gifted students,
- services targeting the social/emotional needs of identified gifted students
- establishing job shadowing and mentoring opportunities, selection/planning/scheduling of college entrance exam(s)
- researching/planning/scheduling educational options such as dual credit courses, distance learning, and correspondence courses, and schedule planning,
- assisting with post-secondary school research/selection, admissions procedures, and completing scholarship applications.
- monitoring identified students' progress in any of the above activities
- working with regular classroom teachers and modifying regular classroom curriculum to meet the needs of identified gifted students

**--PEGS - Programs for Exceptionally Gifted Students (PGS)** – Use the PGS code for teachers who work in PEGS programs.

Suggested **maximum** caseloads for full-time teachers are as follows:

RRT -- 75 students

ERT -- 75 students

SCT -- 90 students

GRT -- 90 students

PGS – To be established in agreement with the Department.

**Caseloads this high are not recommended; they represent the extreme upper limit.**